



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

14919 S. Gilbert Road, Gilbert, AZ 85296

West Gilbert Charter Elementary School, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 New School
2001-02 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Linda K. Horner
Schedule : 7:30 AM to 5:00 PM
Grades : Pre-K-5
2004 Enrollment : 600
Web Address : webs.learningstation.com/westgilbert/
Phone Number : (480) 855-2700
Fax Number : (480) 855-2701
E-mail : lhorner-wges@imagineschools.com

Mission

Our mission is to engage students to be life long learners. We offer students, parents and teachers a caring, learning community focused on helping each student achieve his or her potential. We believe in being held accountable to the highest standards of achievement.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü West Gilbert students participate in pre and post testing (fall and spring). This sets the baseline that will show growth in the areas of math and reading.
- ü A weekly average attendance rate of 98 percent is expected of all students.

Enrollment

October 1, 2003 School Year Student Enrollment : 423
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 477

Instructional Programs

- Ü Interdisciplinary Thematic Units
- Ü Full-Day Kindergarten
- Ü On-Site Special Education
- Ü Character Education
- Ü Encore Program
- Ü Technology

Calendar Information

Number of Instruction Days :	186
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	6/3/2005

Shared Responsibilities

School

West Gilbert Charter School encourages parents to become an integral part of the West Gilbert Learning Community. Weekly newsletters are sent by teachers that announce weekly plans. Monthly newsletters are sent to all parents by the school principal. There are two parent-teacher conferences scheduled each year, however, parents are invited to meet and communicate with teachers at any time.

Parents

Parents will guide their children in being prepared each and every day for learning, being at school on time each day, wearing the school uniform and developing a true love for learning.

Transportation Policy

Each parent provides am/pm transportation for their children. We have a network neighborhood program (car pooling) set up to assist our families.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
Ü Principal's Achievement List	
Ü Reading Recognition Program	
Ü Math Blasters	
Ü Attendance Power	

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	76	75509	100	100	100	565	565	521	4	4	13	7	7	23	28	28	33	61	61	31
All Students (Prior Year)	50	50	75372	100	100	100	529	529	523	7	7	9	22	22	25	43	43	36	28	28	30
Female	35	35	37013	100	100	100	571	571	522	0	0	12	3	3	24	29	29	33	68	68	31
Male	41	41	38430	100	100	99	560	560	521	8	8	14	10	10	22	28	28	33	55	55	31
African American	NC	NC	3660	NC	NC	99	NC	NC	496	NC	NC	24	NC	NC	31	NC	NC	28	NC	NC	18
Hispanic	NC	NC	30486	NC	NC	99	NC	NC	505	NC	NC	18	NC	NC	29	NC	NC	32	NC	NC	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	57	57	35192	98	98	99	566	566	534	4	4	8	7	7	19	27	27	35	63	63	39
Students with Disabilities	11	11	9708	100	100	100	530	530	489	18	18	32	27	27	27	18	18	24	36	36	17
Students without Disabilities	65	65	65801	98	98	98	571	571	525	2	2	11	3	3	23	30	30	34	65	65	33
Limited English Proficient Students	NC	NC	16928	NC	NC	100	NC	NC	485	NC	NC	29	NC	NC	33	NC	NC	26	NC	NC	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	NC	36411				NC	NC	503	NC	NC	19	NC	NC	29	NC	NC	32	NC	NC	20
Non-Economically Disadvantaged	68	68	39040				567	567	534	3	3	8	6	6	19	30	30	34	61	61	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	75	75492	99	99	100	545	545	519	5	5	12	5	5	16	47	47	47	42	42	24
All Students (Prior Year)	50	50	75221	100	100	100	537	537	523	4	4	8	15	15	16	50	50	56	30	30	21
Female	35	35	37014	100	100	100	552	552	523	0	0	10	9	9	15	44	44	48	47	47	27
Male	40	40	38400	98	98	99	538	538	516	10	10	14	3	3	17	49	49	47	38	38	21
African American	NC	NC	3665	NC	NC	99	NC	NC	505	NC	NC	20	NC	NC	22	NC	NC	43	NC	NC	14
Hispanic	NC	NC	30438	NC	NC	99	NC	NC	508	NC	NC	17	NC	NC	21	NC	NC	47	NC	NC	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	56	56	35177	97	97	99	548	548	528	4	4	8	7	7	13	47	47	49	42	42	31
Students with Disabilities	11	11	9707	100	100	100	513	513	495	36	36	33	0	0	21	45	45	33	18	18	13
Students without Disabilities	64	64	65785	97	97	98	551	551	522	0	0	10	6	6	16	47	47	49	47	47	26
Limited English Proficient Students	NC	NC	16905	NC	NC	100	NC	NC	489	NC	NC	34	NC	NC	28	NC	NC	32	NC	NC	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	NC	36302				NC	NC	507	NC	NC	18	NC	NC	21	NC	NC	46	NC	NC	14
Non-Economically Disadvantaged	67	67	39164				546	546	528	3	3	8	6	6	13	47	47	48	44	44	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	74	75053	97	97	99	627	627	597	6	6	7	8	8	12	68	68	72	18	18	9
All Students (Prior Year)	49	49	73654	98	98	99	534	534	530	9	9	9	9	9	13	76	76	70	7	7	7
Female	35	35	36872	100	100	99	664	664	621	6	6	5	0	0	9	74	74	74	21	21	12
Male	39	39	38109	95	95	99	595	595	573	5	5	10	16	16	14	63	63	69	16	16	6
African American	NC	NC	3636	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	16	NC	NC	67	NC	NC	6
Hispanic	NC	NC	30235	NC	NC	98	NC	NC	575	NC	NC	9	NC	NC	14	NC	NC	70	NC	NC	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	55	55	35028	95	95	99	632	632	613	4	4	6	7	7	10	72	72	73	17	17	11
Students with Disabilities	10	10	9625	100	100	100	555	555	530	0	0	21	40	40	21	60	60	55	0	0	4
Students without Disabilities	64	64	65428	97	97	98	639	639	604	6	6	6	3	3	11	69	69	73	21	21	10
Limited English Proficient Students	NC	NC	16765	NC	NC	100	NC	NC	525	NC	NC	17	NC	NC	20	NC	NC	60	NC	NC	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	NC	36077				NC	NC	566	NC	NC	10	NC	NC	16	NC	NC	69	NC	NC	5
Non-Economically Disadvantaged	66	66	38950				640	640	618	5	5	5	6	6	9	69	69	73	20	20	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	76019	100	100	100	514	514	499	5	5	14	29	29	39	14	14	14	52	52	33
All Students (Prior Year)	31	31	76230	100	100	100	527	527	498	0	0	12	35	35	38	4	4	12	62	62	37
Female	NC	NC	37207	NC	NC	100	NC	NC	499	NC	NC	12	NC	NC	41	NC	NC	14	NC	NC	33
Male	12	12	38677	100	100	100	509	509	498	8	8	15	33	33	38	8	8	13	50	50	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	NC	NC	29458	NC	NC	100	NC	NC	480	NC	NC	20	NC	NC	48	NC	NC	12	NC	NC	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	13	13	35880	100	100	100	509	509	515	8	8	7	31	31	32	15	15	16	46	46	45
Students with Disabilities	NC	NC	9786	NC	NC	100	NC	NC	457	NC	NC	39	NC	NC	40	NC	NC	7	NC	NC	13
Students without Disabilities	19	19	66233	100	100	99	524	524	503	0	0	11	26	26	39	16	16	14	58	58	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	NC	35714				NC	NC	480	NC	NC	20	NC	NC	47	NC	NC	12	NC	NC	20
Non-Economically Disadvantaged	16	16	40266				513	513	513	6	6	9	25	25	33	19	19	15	50	50	43

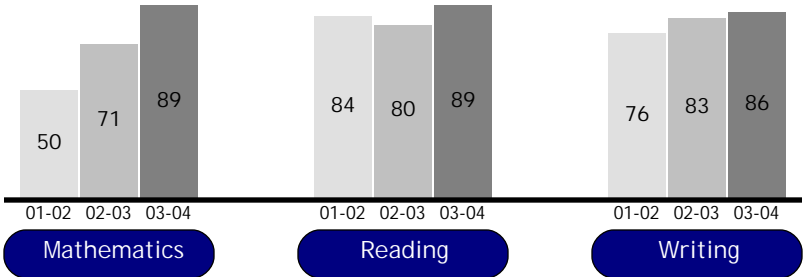
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	76020	100	100	100	506	506	503	10	10	25	29	29	23	48	48	40	14	14	12
All Students (Prior Year)	31	31	76202	100	100	100	513	513	505	0	0	19	23	23	24	62	62	46	15	15	11
Female	NC	NC	37213	NC	NC	100	NC	NC	504	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Male	12	12	38666	100	100	100	508	508	501	8	8	29	33	33	22	33	33	38	25	25	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	NC	NC	29442	NC	NC	99	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	13	13	35890	100	100	100	508	508	511	8	8	15	31	31	20	38	38	48	23	23	18
Students with Disabilities	NC	NC	9784	NC	NC	100	NC	NC	485	NC	NC	58	NC	NC	19	NC	NC	19	NC	NC	4
Students without Disabilities	19	19	66236	100	100	99	508	508	504	5	5	23	26	26	23	53	53	42	16	16	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	NC	35703				NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Non-Economically Disadvantaged	16	16	40274				507	507	509	6	6	17	31	31	20	50	50	47	13	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	75673	100	100	100	557	557	530	0	0	12	38	38	25	48	48	58	14	14	4
All Students (Prior Year)	31	31	74692	100	100	99	527	527	502	4	4	18	12	12	27	69	69	47	15	15	8
Female	NC	NC	37099	NC	NC	100	NC	NC	548	NC	NC	8	NC	NC	22	NC	NC	64	NC	NC	6
Male	12	12	38441	100	100	99	546	546	513	0	0	16	42	42	29	50	50	52	8	8	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	NC	NC	29305	NC	NC	99	NC	NC	507	NC	NC	16	NC	NC	31	NC	NC	51	NC	NC	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	13	13	35760	100	100	99	535	535	550	0	0	9	46	46	21	46	46	64	8	8	6
Students with Disabilities	NC	NC	9706	NC	NC	100	NC	NC	462	NC	NC	36	NC	NC	32	NC	NC	31	NC	NC	1
Students without Disabilities	19	19	65967	100	100	99	567	567	536	0	0	10	32	32	25	53	53	60	16	16	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	NC	35541				NC	NC	504	NC	NC	17	NC	NC	31	NC	NC	50	NC	NC	2
Non-Economically Disadvantaged	16	16	40091				575	575	550	0	0	9	25	25	21	56	56	64	19	19	6

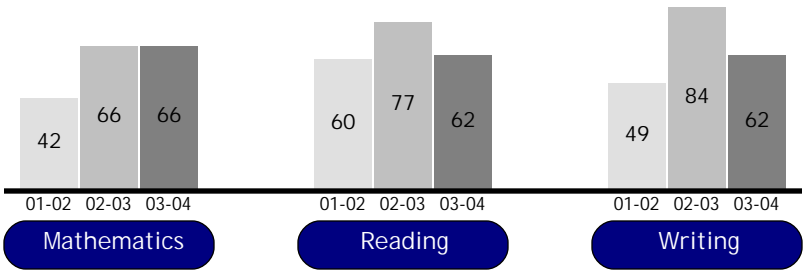
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	48	48	44	99	64	64	50	89	59	NA	58
	Language	97	42	42	39	100	57	57	43	93	49	49	50
	Mathematics	97	47	47	52	100	70	70	57	93	65	65	64
3	Reading	92	60	60	43	96	67	67	47	96	71	NA	55
	Language	92	62	62	50	96	66	66	54	99	71	71	61
	Mathematics	92	56	56	50	98	60	60	54	99	84	84	61
4	Reading	92	66	66	47	100	68	68	52	94	61	NA	56
	Language	92	61	61	45	100	56	56	48	98	47	47	52
	Mathematics	92	69	69	52	100	71	71	57	98	51	51	61
5	Reading	84	59	59	46	97	67	67	50	87	67	NA	55
	Language	84	48	48	43	100	65	65	46	87	55	55	49
	Mathematics	84	49	49	54	97	70	70	57	87	75	75	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

West Gilbert Charter Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Public Relations
- ü Advisory Councils
- ü Support General Welfare of School
- ü Communication
- ü Allocation of Funds
- ü Curriculum Support

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	5.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	0	0	1
4 to 6 years	3	0	0	0
7 to 9 years	3	1	0	0
10 or more years	3	1	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	22
Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Library
- ü Multi-Purpose Room
- ü Computer Lab

Extracurricular Activities

- ü Guitar/ Strings
- ü Spanish
- ü Tumbltown Gymnastics
- ü Karate
- ü Intramural Sports
- ü Dance

Social Services

- ü Before/After School Care Programs
- ü Private Pre-Kindergarten
- ü All-Day Kindergarten
- ü Athletes in Training

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Our third grade students scored at an 83 percent level in math on our SAT9.
- ü Eighty-eight percent of our third grade students met or exceeded state standards in reading.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	4	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	86	74
Grades 3-4	60	64
Grades 4-5	56	86

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

At West Gilbert Charter School's fire, lock-down, and evacuation drills are practiced regularly. We have a schoolwide discipline policy to eliminate/decrease fighting, disrespectful behavior, and other safety violations. During the academic school day, visitors are required to sign in and wear badges.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Linda Horner	(480) 855-2704
Transportation Policy		
Community Resources	Gilbert Chamber of Commerce	(480) 892-0056
School Nutrition Programs	Veronica Cramer	(480) 547-7963
Parent Organization	Lisa Rey-Brownell	(480) 855-2700
Student Health/Nurse	Valerie Tole	(480) 855-2700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.